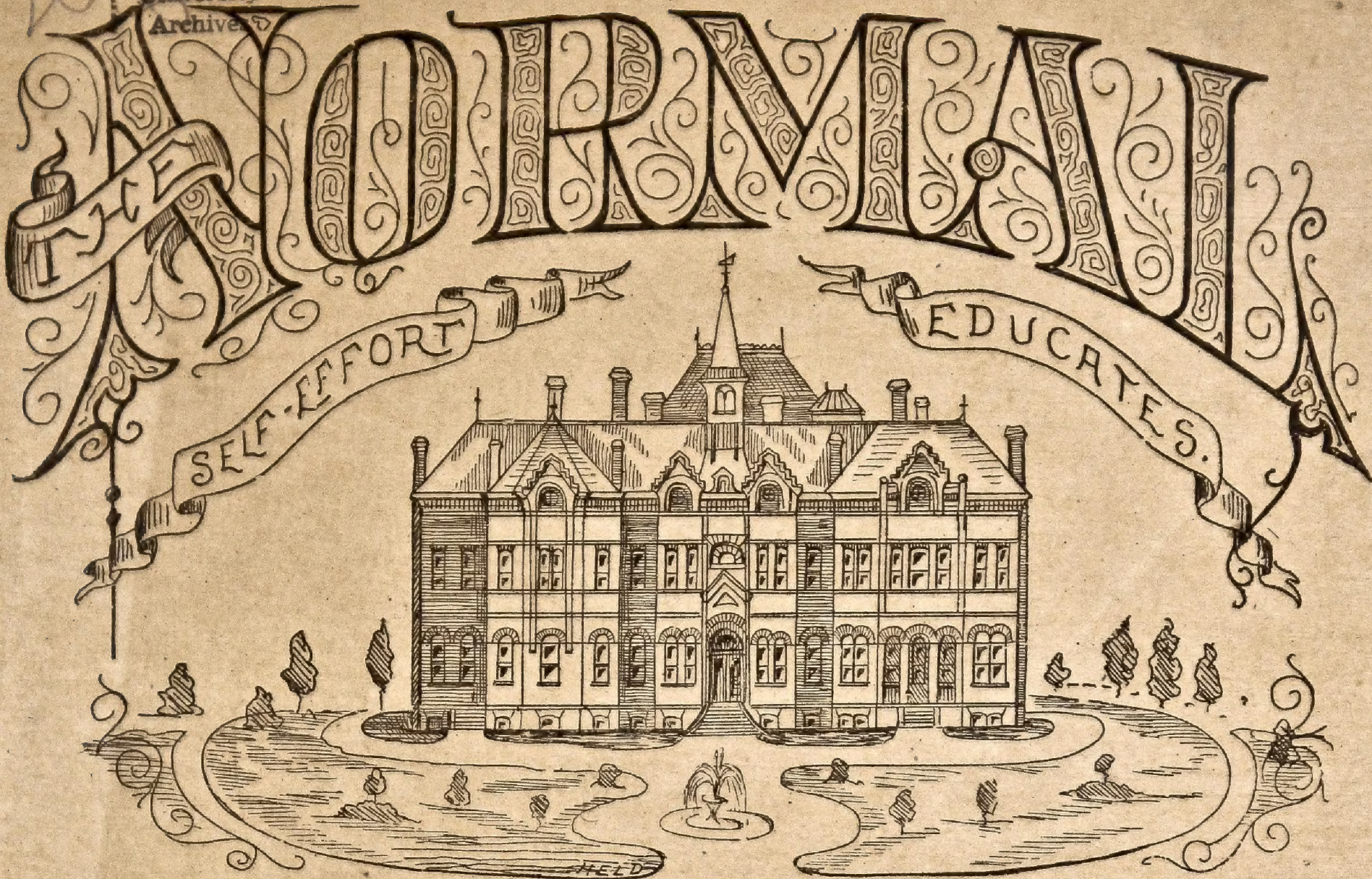


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BRIGHAM YOUNG ACADEMY.

Vol. II.

PROVO, UTAH, DECEMBER 20, 1892.

No. 6.

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THE NORMAL.

VOL. II.

PROVO, UTAH, DECEMBER 20, 1892.

No. 6.

MANAGING EDITOR, - - H. M. WARNER.
BUSINESS MANAGER, - - WESTON VERNON.
SECRETARY, - - - GUY C. WILSON.

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BY THE

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THE NORMAL, B. Y. A., Provo, Utah.

Entered at Provo, Utah, Postoffice as mail matter of the second class.

EDITORIALS.

BALANCE the books for 1892 and see if all your liabilities can offset that one asset that you call "education." What capital is more lasting; what will place you higher in the estimation of your fellow men; what will better fit you for eternity? Nothing.

THE NORMAL presents to its subscribers, with this issue, the portrait of a few of the members of the faculty. The Christmas number has been enlarged to double its usual size and the editors feel confident that their efforts to make this a periodical worthy the support of every student and teacher in Utah will be appreciated and sustained.

THE NORMAL is invaluable to every teacher in the inter-mountain region. It matters not whether the district school, the Church school or the Sunday school be the field of labor, each has its department in these pages. To bring together true teachers and make them helpful to one another is our mission, and we simply ask all teachers to assist in this noble work.

IT is more than gratifying to listen to the testimonies of those who have presided over conferences, of those who have carried the the gospel to distant lands, regarding the good work of Academy students in the missionary field. The spirit of the Academy is not local. It becomes an integral part of every honest student, going with him through this life as a guide and helper, and fitting him for the more complete enjoyment of that life which is beyond.

ELDER GEORGE REYNOLDS has completed his course of lectures on Book of Mormon History. There is not a student who has listened to his instructions that has not been strengthened and edified by them. They have made of us better and more intelligent teachers and Sunday School workers, and we are grateful for the privilege we have had of listening to them. During the next semester Elder David McKenzie will be the regular theological lecturer and his subjects will pertain to Bible history.

NEXT SEMESTER.

THIS issue of THE NORMAL will be read not in the school rooms, but in the homes of Zion. It is a Holiday Number, containing items of interest for you as well as for every other person who peruses its pages. Perhaps it may seem that an undue amount of space is accorded to the work of the Academy for the next semester. This, however, is not the case. It is always best to enter school with a clear idea—why you have come and what you are going to do. This work THE NORMAL is making easy for you.

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S. S. SUPPLIES.

STATIONERS AND
BOOK-DEALERS.

Students' Guide to Book-Keeping

BY JOS. B. KEELER.

By a reference to "The Supplement to the Circular," you will see that many new studies are offered and additional privileges are afforded in other courses. More than ever before you have a choice in your work that makes it possible for you to follow the trend of your own mind. In this respect the Brigham Young Academy is pursuing a course that will make it the peer of any institution of the west and it will do for you all that you can desire for your perfect development if you will

come prepared to profit by every advantage that may be given you.

Let your vacation, then, be devoted to the recreation and upbuilding of the body, taking time to plan your work for the next semester, and be in Provo on Monday, January 9th, 1893, prepared to do better and more faithful work than ever you have done before. Let the spring of '93 witness within our walls an intellectual revival that shall be felt in every settlement in Utah, an intellectual progress



BENJAMIN CLUFF, JR., B. S., B. M. D.

PROF. BENJAMIN CLUFF, JR. is one of the best known of Utah's educators. He was born in Provo, February 7th, 1858. He was educated in Provo and afterwards at Michigan University where he devoted himself to mathematics and pedagogics and received the degree B. S. He also holds the degree B. M. D., received from the Church board. In January, 1891, he succeeded Dr. Karl G. Maeser as principal of the Brigham Young Academy and his success in this position is attested by the rapid growth and advancement of the institution. It is under Prof. Cluff's administration that work in special courses has been emphasized and Church normal training and Sunday School work been made so justly prominent.

that shall be to us the commencement of a new and brighter life, an intellectual superiority that shall spread the fame of the Brigham Young Academy from sea to sea.

Fellow students, we can do it, if we come back to these halls after the holidays filled with the one thought of entire consecration to the great cause of education and with this thought the editors wish you, one and all, a Merry Christmas and a Happy New Year.

THE CLASS OF '95.

NOT alone in Utah, but throughout the entire west the value of a thorough education is impressing itself upon the minds and hearts of the young people. There was a time when a boy or a girl imagined that one term, or at most a year, away from home was sufficient for all purposes. In this term, theology, the liberal arts, and the sciences might all be acquired. The result was lamentable. The country was flooded with teachers who knew little if any more than their pupils. County superintendents were compelled to issue temporary licenses instead of legal certificates or else one-third of the public schools would have been closed. But such a state of affairs was its own rectifier. Today the demand is for trained and well equipped teachers, not for ignorant pedants whose self-sufficiency and verbosity is the sole palliation for a multitude of sins.

The custom of issuing primary and intermediate certificates to church school teachers at the conclusion of one and two year courses and the graduating exercises in which, heretofore, the sophomores have taken part have been forced upon the academic managers by the low plane of public opinion upon educational matters rather than by a belief that such custom was for the best interest of the land. It has ever been the aim of the Brigham Young Academy to be a leader in its field and at the same time to abstain from anything tending toward radicalism; to be progressive and at the same time the conservator of all that is wisest and best in the old systems of education. To this end the principal and faculty have deemed it advisable and opportune

to offer special inducements to normal students to complete one or another of the four year courses which the Academy presents. By so doing the student thoroughly equips himself for his work, will be sought for as a teacher, can command a high salary and, more than all else, can fill a sphere of usefulness for which he would otherwise be entirely unprepared. The Academy, too, would be the gainer. Its reputation outside of Utah would be much enhanced; its graduates would be recognized in other institutions of learning, and the degrees conferred by it would have a definite value. The raising of the requirements for graduation here would raise the standard in every seminary from Mexico to Idaho.

In accordance with these ideas, as will be seen in another column, a number of the second year students have pledged themselves to complete the four year's course. They have organized themselves in a band with one aim, one desire, one end. No longer are they classed indefinitely as "Normals" or as "Academy students;" they are "The Class of '95." To them as to no other body of students in the institution does the faculty look with justifiable pride and well-deserved consideration. Special privileges are theirs, not only for what they have done, but for what they are performing, for what they will yet accomplish. They are bound together not only by fealty to the Academy with which they are connected, but by a feeling of class loyalty—a heretofore unknown stimulus to their ambitions. The sight of a brother member, a glance at their badge, at their class color, will arouse in each a love for, an enthusiasm in and a consecration to the cause of higher education that will make them famous so long as the name Brigham Young Academy is treasured in the hearts of this people.

To THE CLASS OF '95, congratulations and God speed.

The University of Chicago has purchased in Berlin the small collection of 300,000 books and pamphlets for its library. The collection is valued at \$600,000. The works are in all languages, but relate mostly to Greek and Roman subjects. They will form only a part of the immense library of the University.

THE four hundred students of the Brigham Young Academy who do not belong to the Normal Department have no occasion to feel slighted because their names do not appear in this issue. In every institution one department must be pre-eminent, and here especial prominence is given to normal work.

It must be remembered that this is more than a stake academy. It is the Church Normal Training School, sustained and supported by the general authorities of the Church. While the Commercial, Academic and Preparatory departments are more or less local in their aims and influences, the Normal department is making itself a power throughout the length and breadth of Zion. The liberality of the First Presidency has reduced the tuition to a merely nominal figure, and every opportunity for completing a full course is offered to those who by application to their work and uprightness of character show that they are worthy of the privileges which they enjoy.

Those who come to the Academy with any other thought than that of devoting and consecrating their time and talents to the grand cause of education may do well as Academics or Commercial; so, too, may those who require to be surrounded by safeguards while they acquire sufficient force of character to resist the temptations to which they once yielded. But the Normals should be young men and women of upright walk, firm determination, pure heart, who are sufficiently well developed to make the most physically, mentally, spiritually of themselves, who are prepared to aid in the great work of these latter days, and to them as a holy trust is left the reputation of this temple of learning, founded and dedicated to the education of the youth of Zion by our Moses, who led God's people across the desert and over the mountains into this haven of joy and rest and perfect peace. The future of Zion depends upon the youth of today.

THEORY AND PRACTICE OF EDUCATION.

THE CULTURE OF THE FACULTIES.

The Perceptive Faculties.

NOTES FROM PROF. CLUFF'S LECTURES IN THEORY A.

By the perceptive powers we mean our power to know immediately, that is, to know without going through the process of reasoning. We know that ice is cold by feeling it, or that the leaves are green by looking at them. These we know immediately or intuitively, and the power so to know is called the perceptive power. The presentative powers, intuitive powers, simple cognitive powers, are other terms expressing the same capability.

To study successfully the perceptive powers we must first consider the

CULTURE OF THE SENSES.

General Considerations:—1. Our knowledge of the natural world comes to us through the senses. It is by means of the senses that we lay a foundation for knowledge.

2. If our senses be imperfect or inaccurate, then our foundation knowledge and consequently the whole of our knowledge must be inaccurate.

3. Primary education naturally begins with and deals with the training of the senses and the culture of the perceptive faculties.

4. The great means of culture and growth of all the faculties and capabilities of the soul is proper, systematic and energetic exercise.

EXERCISE FOR TRAINING THE SENSE OF SIGHT.

The sight may be cultivated by leading the child to distinguish shapes, colors, sizes, resemblances and differences.

Have objects of different shapes, sizes, etc., and lead the child to distinguish clearly their resemblances and differences. A well arranged course of object lessons meets the requirements. Kindergarten work is also excellent.

RAPID SIGHT.

To cultivate rapidity and accuracy of sight, expose objects, forms, marks, words, letters, figures, etc., on the blackboard to the child's view for an instant and then ask him what he saw, how many things he saw, etc. The energetic teacher can easily institute an endless variety of exercises which will tend to secure the desired end.

EXERCISES FOR TRAINING THE SENSE OF HEARING.

The object here is to make the sense of hearing quick and accurate, and give the ear ability to distinguish between sounds.

Have a number of objects on the desk before you. They all sound differently. Strike each one in turn, explaining what the object is as it sounds. Now have the pupils close their eyes while you strike the objects again. They are to distinguish the objects by their sound. Vary the exercises by striking two or more objects at a time, by striking one object several times in quick succession, and having the pupils tell not only the object but the number of times it was struck, etc.

Similar exercises may be instituted to distinguish the location of objects by sound.

A very interesting exercise may be had by calling part of the class to the front and requiring the rest to close their eyes. Those standing speak in turn, while the others distinguish the speaker by the sound of his voice.

TRAINING THE SENSE OF TOUCH.

That the sense of touch can be easily trained to great acuteness is seen in the case of blind people, who learn to read with almost the same facility as those who have their eyesight.

Rough and Smooth Objects. Have a number of objects differing in roughness and smoothness, and have the children without seeing them assort them, placing the rough ones in one pile and the smooth ones in another. In connection with this, cloths of different texture and quality could be tested by touch.

A very interesting and profitable exercise is had by placing a number of small objects in a bag and requiring the pupils to name the objects by touch. The principle is: Have the pupils touch objects and name the quality or the object or both before seeing them.

The sense of taste may be cultivated by having substances for the children to taste. Bring clearly to their attention the taste, sour, using vinegar, lemons, etc.; bitter, using hops, tansy, aloes, etc.; pungent, using spice, cloves, cinnamon, etc.; sweet, as shown by sugar, honey, etc.

The sense of smell is cultivated in a similar manner to that of taste. Name the substances and allow the children to smell them; then let them smell first and name the substance from its odor.

They are slaves who fear to speak
For the fallen and the weak;
They are slaves who will not choose
Hatred, scoffing, and abuse,
Rather than in silence shrink
From the truth they needs must think.
They are slaves who dare not be
In the right with two or three.

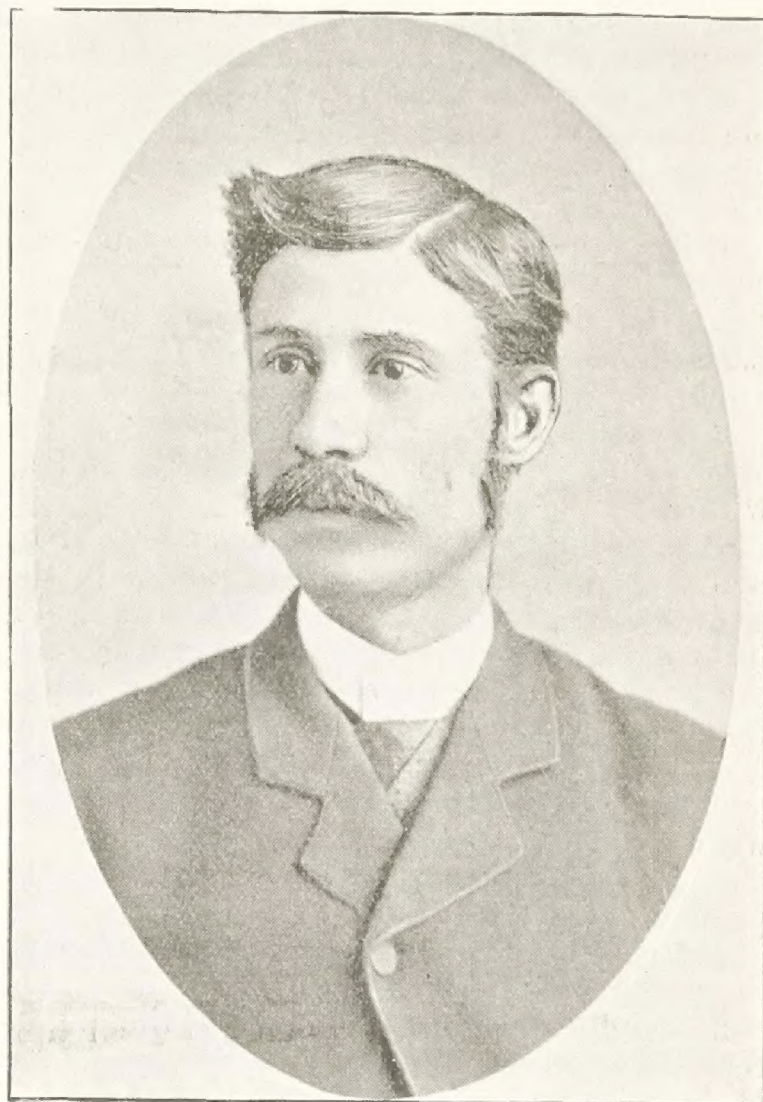
LANGUAGE LESSONS AND GRAMMAR.

NOTES FROM PROF. BRIMHALL'S LECTURES.

DEFINITION.

Lead the pupils to see that language is a vehicle for thought.

Kinds. Inductively bring the learner to a knowledge that thought can be expressed by word, by gesture, and by objects, and in doing this, see to it that the distinction between the sign and the thing is well understood and that



GEO. H. BRIMHALL.

PROF. GEORGE H. BRIMHALL was born in Salt Lake City in 1852. He was, with Prof. Keeler, one of the first graduates of Brigham Young Academy in the class of '78. For four years he was Supt. of the Spanish Fork schools, for the same length of time, county Supt. of District schools, three years Supt. of Provo City schools, and for the past year and a half he has been director of the preparatory school and Prof. of Theory and Practice of Teaching in the Brigham Young Academy. He is an ardent institute worker, and with Prof. Cluff, one of the founders of the now famous Brigham Young Academy summer school.

their general relation is comprehended. This may be done by proceeding from the thing to the sign. Take an apple hold it up before the class, then get the percept, that apple; now make or draw a picture apple; the pupil recognizes it by similarity, but at the same time he should be conscious of the fact that the picture-apple is not the real, or object-apple; next have

the word-apple presented; it is in no way like either of the other two, yet when the pupil sees the latter, one or both of the former will be suggested by the law of correlation, and if properly trained he will know that the word, either oral or written is but a representation of the thing thought of.

AIMS.

We are told by Prince, that correctness and fluency are the chief aims of teaching language lessons; it must be borne in mind, however, that the first great aim is the furnishing of thought material, for it is evident that clearness of expression must be preceded by crystalline thoughts. Clear thoughts may be ambiguously expressed, but ambiguous ideas can never receive lucid expression.

Principles.—1. Language is principally acquired by imitation.

2. Oral and written expressions of the "Model type" are the most effective means of producing good speakers and writers.

3. Speaking correctly and fluently, is the only way to learn to speak properly, and as with speaking so with writing.

4. In primary grades the theory should be minimum and the practice maximum; in the intermediate work, no less practice, but a little more theory; in the advanced classes, theory and practice may receive equal attention.

5. Slang corrupts the fountains of pure language, and children should be furnished with and led to love good English.

6. False syntax has small, or no place in primary schools.

Methods.—1. Use and require good language in every recitation during each day.

2. Read classic stories and have the pupils reproduce ideas, expression and literary tone of the selections.

3. Tell stories and give descriptions and let the pupils report your talk sometimes verbatim and sometimes in synopsis.

4. Use object lessons as a chief factor in language teaching.

5. Give practice in both oral and written language from ideographic drawings, but guard against the development of a wild imagination by allowing it to go unguarded by its proper guardian and director *reason*.

6. Break incorrect habits of speech by the formation of correct ones.

TECHNICAL GRAMMAR.

The sentence is the unit of language just as each complete thought is a psychic whole.

The pupils soon learn to recognize this unit, then its simplest subdivisions, the subject and predicate as wholes and yet as part of the great unit, the sentence. Now our next step is the further subdivision of these last wholes into their parts, and the operations should be performed both synthetically and analytically.

Up to the latter half of the second year very little, if any classification has been done, but the pupil has learned to speak by speaking, and to compose by composing. Very properly his work has been such as to bring into the most lively activity the presentative, and the representative faculties; now, however, the elaborative powers may be brought into stronger play, by making special, gradually increasing demands upon the conception, the judgment and the reason; hence the classification of the parts of speech is taken. What is our base of classification? Certainly it is neither form, size, nor color; it is office or use.

Classification may be successfully taught inductively.

PARSING.

In the parsing of nouns the pupil should give the subdivision, the number, person, gender, and case. Pronouns are parsed by giving their classification, naming their antecedents, their properties, which are the same as nouns, and by explaining their case forms. Adjectives and adverbs are named, classified, subdivided, their use mentioned and their comparison given. To properly parse a verb, it must be classified, and its properties or inflections given; these properties and person and number, (determined by their subjects, and tense), mode and voice, the latter property, however, belongs to none except transitive verbs.

In parsing conjunctions they should be named, their subdivisions mentioned and their use told. Prepositions are parsed by telling which words are related by them and by naming their objects.

The interjection is parsed by simply naming it, and explaining what it does in the sentence.

COMPOSITION.

This is "talking with the pencil or pen," as Col. Parker puts it, and should be practiced from almost the first. Always be sure that the subject assigned is one about which the child either knows something or can find out something. Insist on neat work from the very first. Let this work be a factor of securing the attention and developing the power to think "on a line."

Subjects and Methods.—Concrete subjects are

preferable. At first put work on board to copy, then leave blanks; next place questions, and have the answers given in story form. Write headings after you have told a story and insist on them being followed. For higher grades draw a diagram from which they are to speak or write. Occasionally have co-operative composing, in which the whole class take part; by this, each member furnishes some portion of the work which is written on board by the teacher and either accepted by the class or substituted by something better. This is one of the best exercises for training in the choice of words and their arrangement in sentences; in fact it is training in composition, rather than lesson giving. We often wonder why pupils are so prone to write on abstract subjects; as "punctuality," "honesty," and "charity;" the reason is obvious from the fact that such subjects are more familiar to the ordinary pupil than any other. You ask a class interested in

We all discountenance the practice of "talking for the sake of the talk only;" then what shall we say of composing with no other motive than that of arranging words into sentences.

Criticism. Teach this as an art of correction and approval, and allow it not to degenerate into mere fault finding. We have "human owls" enough, "mousing for vermin;" we want more path-finders and pearl seekers.

arithmetic, to write a composition on fractions after they have become acquainted with the theory through the practice, and note the smile on their beaming countenances. They are not only willing but anxious.

As a rule a full mind will impulsively seek expression in words. Show pupils how to think correctly and then, but not till then, are they in fit condition to express thought fluently and logically.

There is little need of going outside of the regular work to find subjects for composition; A brief essay on Utah, written from a diagram will do a boy more good than several compositions on "A Trip to the Moon;" still there should be some work for the special development of the imagination; but let it always be consistent. One of the best pupil-compositions the writer remembers was on "The Journey of a Drop of Blood."

Correspondence.—This forms a very essential part of school composition. Letter writing should be commenced early and continued through the whole course.

Pupils must be drilled in this work, and the work should be the result of crystal thoughts. Call attention to the various parts of a letter; as, the heading, the inside address, the com-

plimentary opening, the body (in paragraphs), the complimentary closing, the signature, the folding, and the outside address.

The higher grade pupils should be encouraged to furnish items for local newspapers. Minutes of pupils' weekly meetings may be taken; and reports of walks, excursions, and adventures may form part of this work. Discourage expression of thought in any form out of relation.

Have proper headings for criticism and insist on the critic saying *something* under each heading in his letter.

Care of Composition and Letters. Each pupil may provide himself with a little box, (an empty cigar box is very convenient) and on the lid or side, paste a card or label upon which is written:

TREASURE BOX

Containing my compositions, Letters and Excuses

Name— . Seat No— Section No.—

Room— . School.

—City, —County, —State.
—189—

To make this device very valuable. Arrange to have its contents made a part of the examination at the close of school.

In the Eighth Grade the keeping of small bound journals may take the place of the treasure box; compositions may be written in the journal, letters fastened in with mucilage, and duplicates of excuses written in ink.

Oral composition in the form of conversation exercises may be practiced. Encourage pupils always to correct errors in speaking by repeating the correct form and thus aid in forming a habit of speaking clear, pure English. Above all, avoid slang as undignified, *unprofessional*.

THE ART DEPARTMENT.

There are eight students of art now enrolled. Professor Hafen is present on every Monday and Tuesday from 1 to 4 p. m. The course as laid down by him is as follows:

First grade. First half of semester pupils engaged in freehand drawing with pencil from geometrical solids and simple casts.

Second grade. Freehand charcoal drawing from advanced plaster casts and antiques; also some painting in oil from landscape studies.

Aim. The aim of this department is to train the eye to form, the hand to skill in execution, sharpen the observation and cultivate the taste. Its aim is calculated to benefit as well the intended mechanic as the aspirant to art.

LITERARY.

THE PASSING YEAR.

Under the maples dry, withered leaves falling
Are covering brambles with crimson and gold;
Hard by the chestnuts, where squirrels are calling,
And the cry of the bluejay floats over the wold.
Up from the valley a purple haze stealing
Enfolds in its mantle farm, forest and hill;
Down from the mountain a symphony pealing
The wind in the tree tops—a chord with the rill.
Rest, rest, my soul! For sorrow
Is slumbering 'neath the spell
Of Nature's touch. The morrow
May yet say: "All is well."

Here are goldenrod hedges with sapphire setting,
Where asters are blooming and pale gentians nod.
Here the wintergreen lies, 'mid the groundpine—a netting
Of lace on the sere of the sod.
For the Old Year steals lightly from Summer's caresses;
The brown hands of Autumn his bower entwine;
She is weaving a crown for his silvery tresses—
The flame of the holly, the blush of the vine.
Rest, rest, my soul; nor borrow
One pain, one care one fear.
Today is thine. The morrow
Thou darest, is not here.

Oh, the Old Year in splendor is passing, victorious!
The blood of the wine-press is dark on his feet;
The forests, all royal, his vesture, so glorious,
And amethyst mountains the conqueror's seat.
Dreamy and low is the song that he singeth
To the springtime that died with arbutus and rose;
To the summer, whose golden hair still to him clingeth—
Love departed, hope faded, naught left but repose.
Rest, rest, my soul! The great king
Is singing unto thee.
Live in the past, naught fearing
Of future mystery.

On his throne, eternal, the great king is sleeping;
The wild winds of autumn his gay robes unfold,
While darkness and winter, o'er mountain-top stealing,
Are pressing his lips with their death-kiss so cold.
Scattered and lost—pomp, splendor and glory;
Bare branches his scepter, his crown the gray cloud.
Storm wraiths are tossing his locks, long and hoary;
Naught royal remains but the pure ermine shroud.
Rest, rest, my soul! Remember
Spring leaps from winter's breath,
Flame from the dying ember;
Life ever follows death.

Walter M. Wolfe, in Sports Afield.

CLASSICAL CULTURE.

In Relation to Church Principles.

PHILIOS.

PART IV.

It is as true as it is trite to say that history repeats itself. The first Apostolate of the Church of Jesus Christ planted the seeds of Christian scholarship, and though in subsequent ages their work has been darkened by the influence of the apostasy, yet something of good has continued until now. Again in these last days the Apostolate gives to the Church, and through the Church to the world, the keys of divine science

Already in these last days the Church has a literature in the departments of History, Poetry and Philosophy, but still more richly in the science of all sciences, the Science of Theology. And it is in this science that Church education has taken its deepest roots, and from this science as its center it is steadily being shaped to philosophic completeness from primary grades to university graduation. But let it not be supposed that this great educational movement is out of relationship with classical culture, either in regard to past history or modern thought.



WALTER M. WOLFE, B. A.

WALTER M. WOLFE, B. A., who occupies the chair of Natural Science in the Brigham Young Academy was born in New York in 1859. He received a liberal education at Williams College and took a special course in chemistry and botany at Amherst. In 1890 he united with the Church of Jesus Christ of Latter-day Saints, since which time Utah has been his home. Prof. Wolfe is a member of the Cal. Academy of Science and of the American Ornithologists' Union, and has been engaged for the past ten years in special work in the departments of botany and ornithology and in teaching.

Whatever may be the present condition of the so-called Christian world as touching the reality and fullness of the gospel, it must be conceded that in the great centers the traditional creeds there are many forces and agencies at work which are working a work of progressive good in the manifold interests of

humanity. And however defective and irrational the theology of these creeds may be the educative and ameliorative efforts of Christendom are none the less broad factors in the unfolding drama of divine purposes.

Christian culture or scholarship under Christian influences has made a steady progress during the whole of the present century, but more especially in the last fifty years. Protestants and Catholics alike have been roused into activity by the rapid spread of modern science. For science indeed has shaken the old creeds to their very foundations. Things old, vener-

"Ecce Homo," Renan's "Life of Jesus," the Writings of Dr. David Strauss, of Darwin, Huxley and a host of others on both sides the Atlantic. Lord Bacon himself never dreamt that his *Novum Organum* would prove such a solvent for the dissolution of so many *idola et dogmata*. But so it has been and so it continues throughout the whole of Christendom. Notwithstanding the increased zeal of Christians to raise the standard of their ministerial culture, they cannot be fairly said to have kept abreast of the rapid strides of the earnest scientific thinkers of this age.

The vast lay populations of the Christian communities are growing more and more indifferent to the influences of their clergy, they feel there is a defect somewhere. The religion somehow is out of relationship to life, to the real, every-day life of men.

The fact is the Christian world knows only a portion of the gospel, the traditional side of truth—the external creed—the letter but not the spirit in its fullness and energizing power to bless and crown the whole life of man with daily strength and gladness.

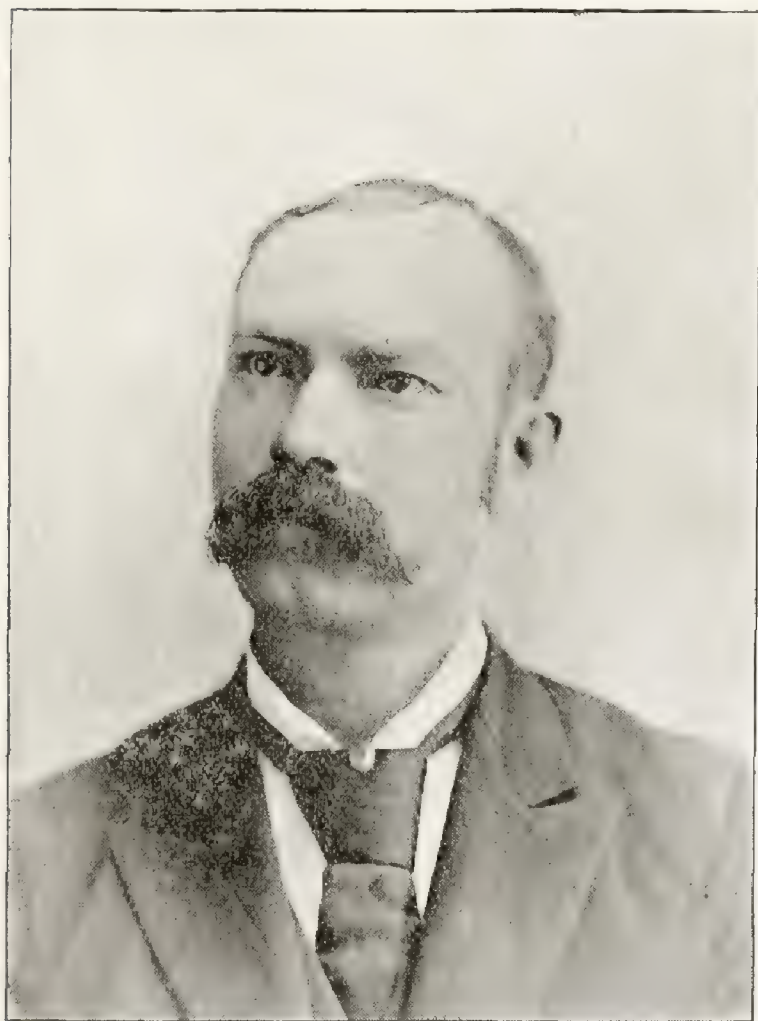
It is the scientific test that is wanted—wanted as much in the life of the soul as in the science of chemistry or physiology. Christ alone gives the true test: "If any man will *do* the will of my Father, he *shall* know of the doctrine"—he shall not be left to the uncertainty of a verbal creed, of somebody's say so, He *shall* know; he shall gain a living testimony that God lives, that God is his heavenly Father as really and as truly as he knows the fact of his earthly relationship.

This is the way the scientist proceeds—he will not take any man's *ipse dixit*, apart from his own researches; he will respect what others have done, but he must know for himself. And this is the gospel method—the instructive method if you will, as scientific as science herself can make it.

When therefore will the different creeded forms of religion give place to the religion of practical life? "Religion is life, and the essence of life is love." This they will do when they cease to believe that man may be educated to the divine life on the lines of human culture.

We can regain the presence of our Father and the perfection of our nature by *obedience* to the principles of eternal life as set forth in the gospel of Jesus Christ. And in no other way can we do so.

Let us strive after the highest possible culture indeed, but God forbid that we should fall into the deadly error of substituting learning for obedience to divine conditions.



JOS. B. KEELER.

JOSEPH B. KEELER, director of the Brigham Young Academy Commercial College, was born in Salt Lake in 1855, received his education with the class of '78, Brigham Young Academy; completed a business course in the Eastman Business College, Poughkeepsie, New York, in 1891; author of a text book on book-keeping and has seen longer active service in the Brigham Young Academy than any other teacher on the faculty. Has held several civil offices and is at present a trustee of the Agricultural College at Logan.

able and sacred have all alike been subjected to the most adverse criticism: religions, philosophies, histories, legends, fables, myths and superstitions have been passed through the crucible of scientific analysis with merciless severity, and nothing but the solidity of fact has escaped dissolution.

Orthodoxy has indeed had a hard struggle since the appearance of "Essays and Reviews,"

We plead for classical culture for the pleasure and efficiency it affords, and for the higher qualification it will give to our young Elders in their work among those who are well educated though they have not the fullness of gospel truth. It has been said that the Mormons are an ignorant people, that their leaders are afraid of education in the best and most liberal sense of the word.

But this is one of the many vile slanders thrown by those who should not throw stones while they are in glass houses. Protestants and Catholics alike have been and are yet afraid of education from a strictly scientific point of view, afraid lest their *dogmata*, their Bible, or their interpretations of the Bible, should be displaced or scattered to the winds of Agnosticism.

There is an historic sense in which it may be said that the Catholic church has always been a friend of education, but it is equally true that popular ignorance has been the too prolific feeder of priestcraft and superstition.

The Reformation, the French Revolution, the American War for Independence were terrible sequences, for which both popular ignorance and priestcraft were largely responsible. Scholarship did something as the custodian of ancient literature, but it was powerless to avert the social and political evils as one by one they appeared like devouring monsters in the international life of Europe. During all those centuries, where was the gospel? Where were the liberties of the people? Where was the freedom of conscience?

After a long and bitter struggle freedom came—the revival of learning came. The dawn of science came. Then came also the latter-day dispensation—the restoration of the gospel of eternal life in all its purity and fullness. Then came the ministration of angels. The re-establishment of the Church of Jesus Christ through the living voice and prophetic ministry of Joseph the Prophet. Then came the power and authority of the royal Priesthood, the eternal birthright of all the sons of God. So that now the divine theocracy is the one glorious, central and all-redeeming fact of the nineteenth century.

We seek a higher and higher culture that we and our youth of Zion may indeed understand and advocate more cogently and intelligently the historic greatness of this mighty drama of human destiny, a drama in which the wisdom and immutability of divine principles are being rapidly unfolded, bringing indeed into impaasive nearness the consummation of the second advent. Who, if not the youth of Zion, should put forth every effort for the

attainment of the best of all possible cultures a fitness and a worthiness to be exalted in the eternal kingdom of our Eternal Father.

SCIENTIFIC.

OUR AIM.

It is the hope and intention of the instructors in the departments of both physical and natural science to make the scientific work of the Academy not only practical, but superior to that of any other institution in the west. The



GEO. F. PHILLIPS, M. A., M. D.

DR. GEORGE F. PHILLIPS, M. A., was born in Glasgow, Scotland, in 1867. He was educated in the liberal arts and in medicine at Glasgow University, taking the course in physics under the famous Sir Wm. Thompson. After his conversion, he was, for a year, actively engaged on the staff of the *Millennial Star*, and since his arrival in this country devoted himself to the practice of medicine until called to the chair of physics and chemistry in the Brigham Young Academy.

field of research is of more than ordinary interest on account of its unique characteristics and on account of the opportunity it affords for original investigation.

In all scientific courses the lecture, laboratory and field work are considered of infinitely more importance than mere application to any text book. To learn what to observe, how to

observe and deduce natural laws from such observation is the aim of elementary work. To this end the course in elementary Physics consists of the investigation of all natural phenomena, their causes and effects, and will be made sufficient for university entrance examinations. Practical work in the laboratory will characterize this course, which leads to Physics B, in which special stress will be laid upon electrical measurements, looking forward to a course in electrical engineering.

In elementary chemistry the non metallic elements will be studied with blow-pipe and wet analysis. The more advanced students will devote themselves to practical assaying, qualitative and quantitative analysis and, in organic chemistry, urinary and food analysis.

In natural science, biology will be basis of all work in botany and zoology. Vegetable and animal histology will be studied with the compound microscope. Investigations will be pursued from the lowest to the higher orders of life. Field work will be a leading feature as soon as the season permits. Practical work in analysis and collecting will be done, but more attention will be given to microscopic mounts illustrating salient facts in natural history than to showy herbarium specimens. These courses will also be sufficient for entrance to any eastern university and will lead to more advanced work, especially in biology, during another year.

Above all things it is advisable that students selecting scientific courses be well prepared in the elementary branches and physical science requires some knowledge of the higher mathematics. In electing any course it is well to take in connection therewith the cognate studies that will most easily and thoroughly secure the end desired.

Nor should it be forgotten that this is the Church Normal Training School, and that in the sciences not only are facts given but the best method of presenting those facts is taught, so that teachers who go forth from the institution are prepared to impart the knowledge that has been here acquired. Especially then does the scientific course appeal to those who themselves expect to become the educators of youths of Zion.

When but unpleasant thoughts infuse the mind
How soon our good intentions lag behind.

Ease and luxury are the worst of pickpockets,
while they smile in your face as would-be
friends, secretly rob you of manhood's strength.

SCIENCE AND RELIGION.

(G. F. P.)

(CONTINUED FROM PAGE 58.)

It will be noticed from the foregoing definition by Prof. Huxley that he says in effect, "If you choose to assert your assurance in the existence of a Deity, *cela ne me fait rien*. I find all the Deity that I need in nature, and that is enough for me."

Before proceeding further, I wish to emphasize the fact that in all his multifarious controversies on religious matters, Prof. Huxley invariably refers to the Christian theocracy and the Christian systems of theology. With the true philosophy of "Mormonism" he is evidently almost, if not entirely, unacquainted.

The corner-stone of the Agnostic position is of course the evolutionary hypothesis of Darwin and others, and of which Spencer and Huxley may be said to be now the sustaining pillars.

The doctrine of evolution is by no means a new one, but the application of it in the famous "natural-selection" theory of Darwin has undoubtedly made the doctrine exceedingly popular. And it is certainly an open question whether the terrible apathy that is manifested in the Christian churches today is not attributable to this doctrine. One thing, however, is certain, that a doctrine which is capable of producing such a change in the religious thoughts of men must surely have some modicum of truth in its composition. And when one views the results of the great controversy now waged between the evolutionary school and Christian divines for over a quarter of a century, with such bitter recriminations on both sides, one is forced to the conclusion that this same doctrine of evolution must surely possess some commendatory feature. And this is rendered still more apparent when we behold the spectacle of the *Sancta Mater Ecclesia*—the great Roman Church, putting forward its doughty champion, St. George Mixart, to prove that the church of the Inquisition, the church that cast Galileo into prison, the church that condemned to fire and brimstone all those who believed in the sphericity of the earth, this same church is after all, and indeed always has been, an advocate of evolutionary doctrine! Archbishop Whately used to say that the attitude of the clergy to new scientific doctrine was marked by three definite stages: "At first they say, 'It is ridiculous;' then they affirm, 'It is contradicted by the Bible;' at last they declare, 'We always have believed it.'" The history of this controversy would seem to bear Archbishop Whately out.

Far be it from me to espouse the doctrine of evolution in its entirety or to advocate it; but in accordance with the divine teaching, "Search all things," it will be wise to examine a doctrine which evidently has so much to commend it. I will go further and make the assertion that in the main the fundamental principles of evolution as advanced by Darwin in his celebrated "*Origin of Species*," first published in 1859 *were given to the world in 1851, eight years before* by the master mind of Professor O. Pratt, A. M., one of the Apostles of the Church of Jesus Christ of Latrer-day Saints!

So striking indeed is the similarity between many of the ideas of Darwin and those of Pratt, that a fairly successful case of plagiarism could be made out against Darwin were it not for the fact that there is good reason to believe that he in all probability never read Pratt's work.

[The fundamental principle of the theory propounded by Darwin was advanced by him in a few brief words, when in writing in 1859 to Sir Chas. Lyell he says with reference to any continued interference of a divine agency in nature, "I cannot see this necessity, and its admission, I think, would make the theory of natural selection valueless. Grant a simple archetypal creature like a mud fish or a lepidosiren with the five senses and some vestige of mind, and I believe natural selection will account for the production of every vertebrate animal."

In another letter to the same correspondent he says: "I would give absolutely nothing for the theory of natural selection if it requires miraculous additions at any one stage of descent."

It will thus be seen that the quintessence of the Darwinian theory is the affirmation of the non-interference of any supernatural agency in order to satisfactorily account for the origin of things as we see them in nature, and not, as is often erroneously supposed, the affirmation of the non-existence of a Deity.

(TO BE CONTINUED.)

THOUGHTS FROM A MICROSCOPE.

W. M. W.

The true student never gets beyond the period of a childish delight at any new discovery. Science is continually leading him into those paths of wondrous beauty that net the "mystic isle of Avalon." The story-loving period in the child's life and that age in the

life of the race when the rainbow was a bridge to heaven and a flower the slipper of Venus have their daily counterparts in the experience of every scholar who walks with nature and learns of her.

There is sufficient of the selfish in man to make him rejoice in that which is peculiarly his own. Even the esoteric follower of Buddha Siddartha, the key-note of whose creed was self-denial, look with pity, disdain and conscious pride upon their ignorant disciples who cannot sense the symbolism conveyed by blocks of wood and stone. And perhaps the astronomer or biologist engrossed in a world pre-eminently his own, feels timid about admitting 'oi' polloi into his confidence.

To the true teacher, who must ever be a student, such a feeling should be entirely foreign. The aim of his life is to gain knowledge, in order that he may impart it, and the greater the number with whom he shares his acquisitions the greater his own satisfaction and pleasure. If nature opens for him her treasure house he has no desire to examine alone her wondrous jewels. If the same kind mistress takes him to some mountain height and shows him the kingdoms of the world, he calls his pupils to his side that they, too, may enjoy the privilege given him.

The two branches of natural science pertaining to the living world are botany and zoology. These have a common source in the science of biology—a study of life, elemental life. And the only thing that has made biology a science and the study of elemental or rather of primal life a possibility is the compound microscope. It has opened a new world to the teacher—a world that seems infinite, incomprehensible, a world that in its minuteness and infinitesimal perfection declares the power and glory of the Creator, as the grosser and more tangible forms of matter fail to do.

The compound microscope is a delicate and expensive instrument. Its powerful objectives and micrometral adjustments may be ruined by a careless touch, almost by a breath. So the teacher has to instruct the pupil in its use, and, at first, almost trembling, the boy, who heretofore has only peered through the eyepiece, is allowed to touch the screw that coarse focusses. When his finger and eye are sufficiently trained he is entrusted with the finer adjustments and finally he can handle the very objectives themselves, and instead of being mastered by the microscope it serves his every wish.

With such training a pupil never gets over a reverence for the microscope. He will handle it as though it were a sentient thing that an-

swers devotion with loyal service. If he be sufficiently fortunate to possess a microscope of his own he will guard it with a jealousy that to any but a scientist seems incomprehensible. It is to him an *open sesame* to the fairy land of science.

If the student notices a hesitation on the part of the teacher about displaying the microscope or in discussing some of the processes of nature's laboratory, in criticizing the sweetness of her harmonies, the beauty of her pigments, he should realize that the more one walks with nature the more sacred does she become to him. It is with reverence that he studies the amœba, the pollen dust and the crystals that form the mighty mountains.

More important than any positive knowledge that his pupils can obtain is a reverence that they should acquire for the Creator in His works. If the "heavens declare the glory of God," how much more should we, made in His own image, acknowledge Him in these works, through which He displays His love, His goodness and His power. For the scientist there is no neutral ground. He must be an agnostic or he must be a devout believer in an over-ruling power, call that power what he may. The science, then, that is taught the youth of Zion should tend primarily to the up-building and strengthening them in their most holy faith.

SUNDAY SCHOOL NORMAL.

THE NORMAL SUNDAY SCHOOL.

The organization of a Normal Sunday School in the Brigham Young Academy has already been announced through the columns of the *Deseret News* and the *NORMAL*.

The school is doing good work as is already shown by results, but there is an expressed desire to increase its efficiency by making it possible for Sunday School teachers from outside of Provo to attend and take the course in continuous lectures of four or five weeks. To meet this demand arrangements have been made with the Academy to give four lectures a day, five days in the week, for five weeks, repeating the course every five weeks, continuing the practice school on Sundays.

We are pleased to announce, therefore, that on and after January 9th, 1893, students in the Sunday School course will be received in the Academy without charge. There will be four classes during the semester. The first begins January 9th; the second, five weeks later, on February 13th; the third March 20th; the fourth, April 24th.

Lectures will be given on the following subjects:

1. Principles of Instruction and Discipline, Professor Wolfe.

2. Methods of teaching, with special stress on handling the text books, charts and leaflets, Professor Brimhall.

3. (a) Organization and management of schools. (b) The principles of psychology as applied to teaching, with special stress on the feelings and emotions, Professor Cluff.

4. Sunday School singing, Professor Giles.

Those designing to take the course, and it is open to all, both those who are and who may in the future work in the Sunday Schools, should apply at an early date to Superintendent B. Cluff, jr., stating precisely the class they would like to join.

As the classes must of necessity be limited in number it may happen that the class chosen would be full. A second choice should therefore always be made. It is also desirable that students enter at the beginning of a class.

Expenses. Good board and lodging can be had in Provo at \$3. and \$3.50 per week. Reduced rates to and from Provo over all railroads may be obtained by applying to the principal of the Brigham Young Academy, but applications should be made in sufficient time to insure an answer.

LECTURES TO SUNDAY SCHOOL NORMALS.

NOTES FROM PROF. CLUFF'S SUNDAY MORNING LECTURES.

The first requisite to a good Sunday School teacher is a love for children, a good knowledge of the principles that underlie methods of teaching, and promptness at class recitations.

The Sunday School teacher should teach more from the heart than from the intellect. There should be with all instructions a warmth, a glow that will win the confidence of the children. The emotions and the will should be subjects of study, while for the common school teacher the intellect should receive the most consideration.

In the Sunday School the studies should be made pleasurable and interesting to the children, while in other schools this is not so much a consideration. On the part of both classes of teachers thorough preparation is essential. A teacher unprepared before his class is at the mercy of his class, but the one who is prepared has full control.

ORGANIZATION.

School. The following is suggestive: Have

three departments—Primary, Intermediate, Higher or Theological. In each department there should be three grades—first, second, third. The number of classes in each grade will be governed by the number of students attending that grade. Each grade corresponds to a year's school time, so we have three times three, or nine years of school.

The lessons given should be progressive as in the common schools, and books, charts, leaflets, etc., should all be gotten up on the progressive plan. For the first grade in the Pri-



HENRY E. GILES

HENRY E. GILES, director of the musical department, was born in Salt Lake in 1859. His early struggles in obtaining an education were the common lot of Utah boys at that time. He early developed a taste for music and eventually devoted his entire time to this art. He became leader of the Salt Lake Theater orchestra and assistant organist in the tabernacle. Six years ago he moved to Provo, where he is now stake chorister, director of B. Y. A. music conservatory, instructor of music in district schools, and organist and conductor of the choral society.

mary department the Book of Mormon charts could be used; for the second grade, the Bible chart; for the third grade, the primary leaflets. For the first grade in the Intermediate department, the New Testament; for the second grade, Book of Mormon, for the third grade, the higher leaflets. For the first grade in the Higher department, the Compendium as explaining the doctrines of the Church could be

used; for the second grade, such works as Orson Pratt's, Parley P. Pratt's, the Pearl of Great Price, etc.; the third grade of the Higher department should be the normal grade, and lectures on the theory of education and the art of teaching should be given by a competent teacher. From this class the school obtains its supply of class and department teachers.

Over every class presides a trained class teacher, who gives instructions and conducts all class exercises. Over every department presides a department teacher, who sees that class teachers are in their places and that instructions are given in the proper manner. When class teachers are absent, the department teacher reports the fact up to the Superintendent with recommendations. The Superintendent fills the vacancy. When department teachers are absent, the head class teacher takes his place. All teachers and officers, however, interested in the success of their school, and there should be none others, should not allow trivial causes to keep them from their duties.

The Superintendent and his assistants preside over the whole school, the secretary keeps the minutes and the treasurer attends to all accounts. A very important office is filled by the librarian and his assistants. He should see that books are properly distributed and distributed at the proper time, and that they are collected and cared for.

Classes.—In the Primary department the classes should not number more than ten or twelve pupils. They should be so seated that all can easily see the teacher and be seen by him. The roll should be called, not by speaking the names of the pupils, but by marking the absentees. Always inquire about those those who are absent, that those present may sense the gravity of non-attendance. I object to calling the names as it tends to noise and hence to confusion, and when the school starts out with confusion this is usually kept up during the whole session.

In the Intermediate department the classes may be larger but should not number more than twelve or fifteen students. Like those in the Primary, these also should be so arranged as to be easily under the eye of the teacher and within the range of his voice. The voice of the teacher should never be loud enough to annoy other classes close by, but should be easily and distinctly heard by his own pupils. The roll should not be called by names, but absentees should be marked and inquired after.

In the Higher department the classes may be still larger, and, if a separate room is possi-

ble, may even number twenty or thirty pupils. In the case of a separate room being possible, each pupil may be assigned a seat and for roll call, vacant seats marked.

As in the lower grades, the chances are here if the school starts out quiet and orderly, that condition will be maintained during the whole session.

PREPARATION OF LESSONS.

The Teacher. Second to none in importance is that of preparing lessons. The teacher should not only know beforehand the subject matter of the lesson, but also the manner in which he desires to present it. If the lesson is from the chart, the picture and the story it contains should be studied, and a note made of the points to be brought out. If the lesson is from the leaflets, the matter printed there as well as the references to other books should be studied. Points from general history, science, literature, etc., bearing upon the subject should be brought in incidentally. In giving lessons from any of the books to be read in class, the teacher should make preparation by studying the subject matter of the book and by outside reading.

In fact, the teacher should be full of his lesson. The time then will not drag either to him or his pupils, in fact the hour will seem only too short.

The Pupil. I should not advise teachers to require preparation on the part of the pupils. When a task is set, and a pupil through negligence fails to get it, the chances are that rather than come to school without preparation he will stay away, and thus the design of the school will be frustrated.

BOOK OF MORMON HISTORY.

SYNOPSIS OF LECTURES DELIVERED BY ELDER GEORGE REYNOLDS BEFORE THE STUDENTS OF THE BRIGHAM YOUNG ACADEMY.

LEHI'S MESSAGE AND JOURNEY.

Owing to the great wickedness of the Jews the Lord sent many prophets to call them to repentance. (B. C. 600.) Among the prophets was a holy man named Lehi. The Jews rejected his message and sought to slay him. God then directed him to take his family, (and later, some others, and journey to a land which He would give to him and his posterity if they were faithful in keeping the Lord's commandments.

Lehi obeyed. God led him down by the eastern borders of the Red Sea, then across the peninsula of Arabia to its eastern shores.

There, under His direction, a ship was built in which He transported them to a point on the western coast of South America (now Chili) about 30 degrees south of the equator. Here Lehi's colony landed and began the foundation of a new nation. Being of the house of Israel, when living righteously, they observed the rites and ordinances of the laws of Moses.

THE DIVISION OF LEHI'S COLONY.

When Lehi left Jerusalem he had four sons. Two of these were bad, two were good. Laman, the eldest son, was especially wicked. Nephi, the fourth son, was a great prophet. The portion of the colony who sympathized with Laman dealt hardly with Nephi, and when Lehi died they sought for his life. By heaven's direction Nephi and his friends removed to a new land.

There they built a temple and Nephi was chosen king. The Lamanites,* bereft of the influence of the priesthood, rapidly sank in savagery; but, retaining their animosity towards the Nephites, frequently attacked them, and, apparently, time and again drove them from their homes into regions further distant from the land of their first inheritance. Both peoples were ruled by kings, who at first, among the Nephites were known as Nephi I., II., III., and so on.

THE UNION OF THE PEOPLES OF NEPHI AND ZARAHEMLA.

About 200 years B. C. the Nephites were living in the uplands of what we now know as Ecuador. Then, by divine command, they took another exodus northward. They were led by a prophet named Mosiah, and journeyed down the Sidon (now the Magdalena) river, and on its western bank they found another people, who, it was afterwards discovered, were also the descendants of an Israelitish colony, who had been led by the Lord from Jerusalem about eleven years after Lehi left. They were called after Mulek, a son of King Zedekiah who accompanied them, but at the time Mosiah's people found them they were known as the people of Zarahemla, their ruler at that time, bearing that name.

The two people coalesced and Mosiah was chosen king of the united race. He was succeeded by his son (Benjamin) and his grandson (Mosiah II.) who were also prophets as well as kings. During Benjamin's reign a portion of the people returned to the land (Lehi-Nephi) whence Mosiah had led them. Here they were

* When the race divided those who followed Nephi were called Nephites, those who remained with Laman were known as Lamanites.

ruled by three kings, Zeniff, Noah, and Lemhi, but owing to their iniquities they suffered greatly at the hands of the Lamanites. About B. C. 122, those that remained returned to Zarahemla.

MISSIONS TO THE LAMANITES.

The Nephites made many attempts to restore the Lamanites to the knowledge of God, but they were uniformly unsuccessful until about B. C. 90, and succeeding years, when four sons of King Mosiah, with others, succeeded in converting great numbers. The converted Lamanites were cruelly persecuted and many were martyred. To avoid utter extinction they migrated to the lands of the Nephites, became part of that people and are henceforth known as Ammonites, after Ammon the most prominent of Mosiah's sons in their conversion. In B. C. 30, thousands of Lamanites were brought to repentance under the preaching of Nephi and Lehi (descendants of Alma the first chief judge) and from that time the Nephites and Lamanites appear to have lived in peace and were measurably one people; the curses which had come upon the Lamanites because of their rebellion and iniquities was gradually disappearing as their lives grew in righteousness.

THE NEPHITES REPUBLIC.

In the year 91 B. C., at the death of Mosiah II., the form of the Nephite Government was changed, and the nation was ruled by judges elected by the people. The republic was overthrown in the year A. D. 30.

The most marked events of this period were: Numerous uprisings by royalists who endeavored to reestablish a monarchy; constantly recurring wars with the Lamanites who repeatedly invaded the Nephite territory; the organization and growth of the Gadianton bands of robbers; great increase in numbers and growth in wealth among the people; the colonization of the whole of the most northerly portion of South America and a large emigration to the northern continent. Twelve chief judges are mentioned by name, but it is probable there were others whose names are not given. When the republic was destroyed by interval commotions the Nephites divided into numerous petty tribes.

(TO BE CONCLUDED.)

Do not yourself tell what you may elicit from your class. It is not only robbing of a pleasure, but pouring cold water on their enthusiasm.

VARIOUS TOPICS.

MY TEMPLE.

My Temple of learning, I love thee;
Thou art in my memory dear,
As pure as the heavens above me
Thine image doth ever appear.

To thee, oh my grand old Temple,
With my spirit so chaste and mild,
My heart with its deepest emotion
Doth turn like a loving child.

I love thee, my Temple of Learning,
For the good that thou hast done,
For the work thou still art doing
And the victories thou hast won.

And thousands who still may attend thee
Will love with a love divine
But I call thee my Temple of Learning
For I feel thou art truly mine.

* *

THE SUMMER SCHOOL.

That the Summer School was a success last year is a fact well known to all who attended or kept themselves posted on what was being done. Colonel Parker is a "big man" in education. He inspires as well as points the way for teachers to go, and the excellent labor he did in the Academy last summer is bearing fruit in almost every school in Utah.

While the managers of the Summer School feel satisfied with last year's work, they expect to renew their efforts and have next summer a school equal or superior to the last. The best of local talent and the best of foreign will be used.

Many of the leading teachers have been consulted as to their choice of an eastern man, and while a number of eminent men were mentioned all seemed to think that for next year Dr. Baldwin, Professor of Pedagogy in the University of Texas and author of a work on Psychology and on the Art of School Management, would be the best.

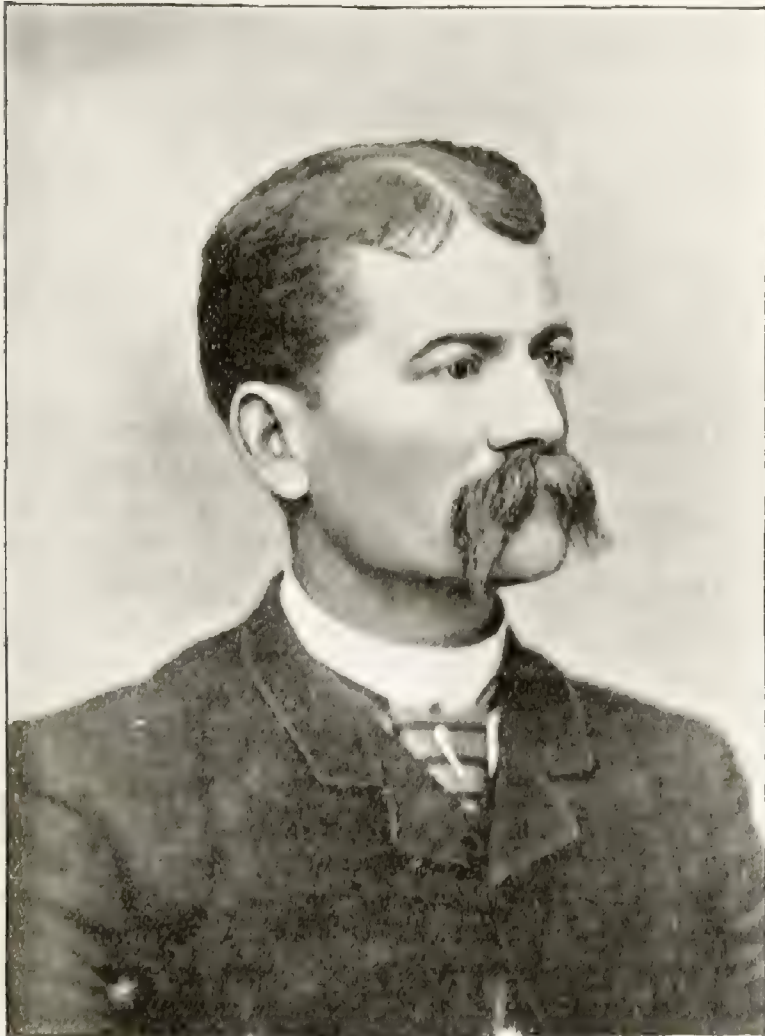
Dr. Baldwin will be secured, and we are confident that in the subjects of psychology as applied to teaching, and the art and science of school management as presented and explained by him the teachers of Utah will find that which will tend to make them and their schools better and more capable of performing the high functions placed upon them.

Circulars of the Summer School, we are informed, will soon be issued, containing all necessary information.

We will venture a word of advice to you, kind reader, and through you to your friends, if you are interested in the educational progress of Utah, attend the Summer School and help the great work along.

M. I. A.

Although at present not fully understood, it is nevertheless true that the M. I. A. Normal classes of the Brigham Young Academy, or, in other words, the "Mutual Improvement Normal Course of Instruction" now established is a feature in our educational systems of great significance. Without going into detail, as the historical sketch published in the first numbers of the *M. I. Normal*, gathered from the twelve volumes of the *Contributor*, is fairly complete, we wish to emphasize particularly the present class—the third class, second year—known as the Missionary Class.



MILTON H. HARDY, M. D.

MILTON H. HARDY, M. D. Native of Massachusetts—Student and subsequent instructor in the University of Deseret. Spent three years (1872-75) in Europe—Called to the M. I. work in 1875, and to Provo in 1876 as first assistant to Dr. K. G. Maeser in the Brigham Young Academy from its opening till 1883 (seven years). Five times elected county supt. of district schools. Elected Ter. Supt. of district schools in 1883. Graduated from the New York University Medical College in 1885. Assistant physician to the Territorial Insane Asylum from 1885 to 1888. Member of the Salt Lake Medical Society since 1888, and now in charge of the M. I. Normal Course of Instruction in the Brigham Young Academy, and instructor in anatomy, physiology and phonography.

Following up the work of each year, the thirty-three stakes of Zion were grouped into fifteen circuits and a call for forty-two representative young men to take a three months' educational mission among the Young Men's

Mutual Improvement Associations, the first five weeks of this time to be spent in special preparation. The present class, therefore, represent the great majority of this band of missionary workers; two of this list having taken the course in the second class, second year, and three others having taken the course during the first and second classes of the first year.

The M. I. Normal course, first year, was represented by two consecutive classes. The course this year has seven consecutive classes. The third class is now in session. The fourth class begins Monday, January 9th, 1893. Students enter this class free as regular students of the Academy.

The course consists as now arranged of twenty-five special lessons in the following branches, viz.:

The Gospel	
Book of Mormon History	
O. T.	"
U. T.	"
Church	"
English	"
Elementary Science	
Civil Government	
Parliamentary Law, 12 practices	
Music, 10 pieces	
Physiology and Physical Culture, 10 lessons	
Selections from Irving	10 "
Biographical Studies	15 "
M. I. Methods	12 lectures

And for those who have the time a course of 10 lectures in Psychology and of 8 groupings in American literature are provided. Thus it will be seen the course makes ample provision for the preparation of efficient leaders in the great fields of mutual education.

U. C. T. A.

On Saturday last the Utah County Teachers' Association held its regular meeting at the new Central School Building, Springville. There was a large attendance. Springville surpassed even her own reputation for hospitality and the following program was rendered:

PROGRAM.

A. M.

Opening Exercises.	
Address of Welcome	Prin Andrew Morgan.
Response	E. A. Wilson.
Song	Nellie Holley.
Home, Church and School as Prime Factors in Education	C. D. Evans.
Song	Springville Central Glee Club
Recitation	Nellie Boyer
Educational Crises	Joseph A. Rea
Instrumental Music	Andrew Pierce and Miss Violet McCarthy.
Intermission	

P. M.

Singing	
Song	Miss Sophia Packard.
Geography	Prof. C. A. Whiting of University of Utah

Instrumental Music	Miss Minnie Haymond.
Advanced Arithmetic	D. H. Christenson
Song	Lillie Morgan
The Philosophy of Education	Prof. G. H. Brimhall, B. Y. A.
America	

Prof. Phillips was programmed for an address on Hygiene, but owing to an accident was unable to be present. Prof. Brimhall's address was replete with good things and we hope to publish it in full in *THE NORMAL*.

In the evening a dance was given in Springville's new hall. The teachers and their friends enjoyed themselves to the utmost as will be seen from Prof. Brimhall's resolution which was carried by acclamation: "Resolved, that Springville, the 'Junction City' of Utah County, has done herself proud, and that for hospitality and educational enthusiasm she is the peer of the best of her sister communities."

NINETY-FIVE.

The Class of '95 met in Room A, on the afternoon of Dec. 7th, to complete its organization and transact such other business as might come before it. The following officers were elected:

H. S. TANNER,	-	-	PRESIDENT
VILATE ELLIOT,	-	-	VICE-PRESIDENT
JENNIE BRIMHALL,	SECRETARY AND	TREASURER	
FRANK CUTLER,	ASS'T SECRETARY AND	TREASURER	

White, blue and pink were selected as the class colors, and a committee of five was chosen to arrange the badge. The following is the class roster:

H. S. Tanner, Vilate Elliot, Jennie Brimhall, Frank Cutler, John A. Clark, Ruby Callister, Joseph Jacobs, Lettie Rogers, Charles R. Fillerup, Frank R. Webb, Foster Cluff, Grace Brimhall, A. B. Anderson, May Ashworth, Edith Holdaway, Priscilla Hoover, May Belle Thurman, Perry Bigelow, Willard Bigelow.

BRIGHAM YOUNG ACADEMY TEACHERS' BUREAU.

The need of teachers' agency has long been felt both by teachers and school officers, and it is because of this need that the Academy now steps forward and organizes a bureau.

The aim of the bureau is to place school teachers in communication with school boards and trustees desiring teachers, and to assist trustees and school boards in finding the very best teachers.

It has often happened in the past that good teachers have remained for several months or even the whole year without employment, and at the same time good schools have been forced to put up with poor teachers or even abandon for the want of teachers, simply for a lack of information that would lead to correspondence.

The Academy Teachers' Bureau will stand between the teacher and the school and assist both. Here will be on file the names of teachers wanting positions and the names and places of schools wanting teachers. It will be

a center of information concerning schools and school teachers. And by prompt attention to our business we hope to gain and maintain the confidence of all who desire to do business with us. We respectfully solicit correspondence from all interested in an organization such as ours, to the end that all may be benefitted.

A small charge of 1½ per cent. of the first year's salary is charged to teachers in order to defray necessary expenses; no charges are made to school boards or trustees.

SUPPLEMENTARY TO THE CIRCULAR.

Since the issuance of the circular some changes both in the faculty and in the courses offered have been made. A full list of the names of the present working faculty is given elsewhere; we present below an account of the new courses offered.

THEOLOGY.

Lectures on the Book of Mormon have been given by Elder George Reynolds as follows:

1. Jacob to Omni—To end of Book of Omni.
2. The Nephites in Zarahemla—Book of Mosiah except Record of Zeniff and Alma.
3. The Nephites in Lehi-Nephi—Record of Zeniff and Alma.
4. Mission of the sons of Mosiah—Alma, chap. 17 to 28.
5. Life and Mission of Alma the Younger—Alma chap. 29 to 43.
6. Life and Times of Helaman—To end of Alma.
7. Nephi and Lehi—Helaman to chap. 12.
8. Samuel, Nephi, etc.—To III. Nephi, chap. 10.
9. Appearance and Ministry of Jesus } To end of IV. Nephi.
10. Reign of Universal Peace }
11. The final series of Wars—Mormon and Moroni.
12. The Jaredites— } Book of Ether.
13. " " }

During the second semester, beginning Jan. 10th, 1893, Elder David McKenzie will lecture on the following subjects:

1. The Holy Bible—What it is and what it is not.
2. Israel and the Jews.
3. The Levitical Ordinances.
4. Septiform reckoning. The sacred system of completion in weeks.
5. The Holy Scripture vindicated by Tradition.

LITERAL FULFILLMENT OF PROPHECY, (five lectures.)

6. a. Concerning the Savior.
7. b. On the Early Fathers
8. c. On Ancient Cities.
9. d. On the Babylonian Empire.
10. e. On the Beast of the Apocalypse
11. The Fall and the Atonement.
12. Regeneration—Water and Spirit.
13. Eternal life.
14. Moral and Natural Law.
15. The argument from Design.
16. Popular Objections to Christianity Considered.
17. " " " " " "
18. General Objections to the Bible.

THE PRIESTHOOD MEETING.

Because of the large number of students in attendance the Priesthood meets separately by quorums. Those holding the Melchisedek Priesthood are in one quorum, and the Priests, Teachers and Deacons form each quorums by themselves. The quorums are all organized in strict accord with the order of the Church.

GREEK.

Under the tuition of Professor Whiteley, Greek is fast becoming a popular language study in the Academy. The object of the course is to prepare for university work and to enable the students to read and translate with facility the New Testament in the original tongue.

The following studies are offered:

First Semester. A, 5, 20; Elementary work, Initia Graeca.

C, 5, 20; Xenophons Anabasis I. Greek Testament.

Second Semester. B, 5, 20; Initia Greca completed. D, 5, 20; Anabasis II. Greek Testament.

Other authors more advanced will be read in the future. Professor Whiteley is also giving instruction in Philology and the structure of the English language.

NATURAL SCIENCES.

Under Professor Wolfe some changes have taken place in the branches pursued in this course.

Botany and zoology A are taught during the second semester and are increased from a 10 to a 20 week's studies. It is intended to continue both of these branches next year as an advanced course.

ARTS.

A very important addition has been made to the Art department in the engagement of Professor Hafen, late student in the Art schools of Paris, France. A beautiful studio is fitted up and excellent instructions are offered to all who may desire advanced studies.

Professor Hafen is assisted by Mrs. Christina Young.

MUSIC.

In this department an excellent conservatory has been instituted with four specialists as teachers. Their names appear among those of the other members of the faculty. Courses are offered in vocal and instrumental music and voice culture. Normal students are now given vocal music free, instead of instrumental as heretofore.

A choral Society has also been organized which promises soon to be a leading feature of this department. Branch societies are to be organized in different parts of the Territory until from four to six hundred voices are obtained. The object is to visit, with this number of voices, the World's Fair and sing on Utah Day, July 24th.

KINDERGARTEN.

Among the various departments of the Academy showing excellent results the kindergarten must surely be remembered. Mrs. Craig is a professional teacher as is easily seen from the class of work which she is doing. The training class numbering sixteen pupils is making rapid progress and promises to turn out well qualified teachers at the close of the year.

The aim in this course is to develop gradually and systematically the whole nature of the child, to educate the eye and hand, excite and train powers of perception thereby enabling the child to advance rapidly in the primary grade. The training class prepares teachers for their professional work. The Normal students take the gifts and go through the exercises as other pupils.

The following studies are offered:

THEORY OF INSTRUCTION.

FIRST SEMESTER.

A, 2, 20; Barnard's Child Culture pp. 2-379. The text book is supplemented by lectures.

SECOND SEMESTER.

B, 2, 20; Continuation of A. Same text book to end.

MUSIC.

FIRST SEMESTER.

A, 2, 20; Sowards and Unseld's Tonic-Sol-Fa Music Reader pp. 2-12.

SECOND SEMESTER.

B, 2, 20; Study A continued. Same text book to end.

GIFTS.

The gifts aim to develop the senses. The mind through sense culture is slowly and gradually developed; comparison, observation of nature and its surroundings stimulated; addition, subtraction, division, multiplication, and elementary geometrical computations are unconsciously performed, and neatness, promptness and the habit of thinking accurately and expressing thoughts fully are cultivated.

FIRST SEMESTER.

A, 2, 20; Gifts 1 to 7.

SECOND SEMESTER.

B, 2, 20; Gifts 7 to 13.

OCCUPATIONS.

In the occupations such as sewing, drawing, painting, weaving, braiding, paper cutting, paper folding, pea or cork work, perforating and modeling, the hand is trained to skill, and the eye to careful observation. Perseverance, patience, neatness, order and systematic labor are cultivated.

FIRST SEMESTER.

A, 2, 20; Occupations 1-6.

SECOND SEMESTER.

B, 2, 20; Occupations 6-11.

LOCALS.

We wish you all a very merry Christmas.

Why should a Frenchman eat no more than one egg? Because one egg is *un œuf*.

Why is dentistry like algebra? Because the extraction of roots is the most painful part.

Holidays have come at last and many a hearthstone is thus made happier and brighter.

This semester's work is done. How much better prepared are we to win the great victory?

For the past month C. A. Glazier has assisted in the commercial department, being cashier of the B. Y. A. bank.

Frank Evans has left the Academy temporarily to accept a position as teacher in the Provo Central School.

The Academy museum is indebted to Dr. Karl G. Maeser for several beautiful specimens which he brought from his Mexican trip.

Dr. Phillips sprained his ankle last Saturday evening and his regular Sunday evening lecture at American Fork was delivered by Prof. Wolfe.

As will be noticed elsewhere, Instructor Rydalch is relieved of his duties in the scientific department and will devote himself entirely to preparatory work.

A change in the room of some of the preparatory grades is contemplated for next semester. Grade 7 will occupy Room 2, and grades 3 and 4 will be moved to room 10.

EXCURSION RATES VIA UNION PACIFIC, CHRISTMAS AND NEW YEARS.—ON December 23rd, 24th, 25th, 31st, and Jan. 1st, the Union Pacific will sell excursion tickets to all points within 250 miles at one fare for the round trip. All tickets good for return until Jan. 4th, 1893.

The article on "Intellectual Education" in the last NORMAL was a portion of Prof. Cluff's notes on his lectures in Theory. It should have been so credited.

Irvine & Barney's is the leading house in Provo for choice Christmas goods of every description. Call and see their fine display. It is immense. 30 and 32 Centre St.

The last session of the Pedagogium was one of the most interesting held this year. Dr. Talmage delivered one of his characteristic lectures on "Methods of Study."

There were enrolled in all departments of the Academy during the past semester six hundred and fifty-three students. Can any other two institutions in the Territory reach this figure.

How will this do for our Academy yell?

"Rah, ra! Rah, ra, the B. Y. A.

Academy, 'cademy, B. Y. A.,

Whop, whoop, way up on top,

Academy, 'cademy, B. Y. A."

EXCURSION RATES VIA UNION PACIFIC, CHRISTMAS AND NEW YEARS.—ON December 23rd, 24th, 25th, 31st, and Jan. 1st, the Union Pacific will sell excursion tickets to all points within 250 miles at one fare for the round trip. All tickets good for return until Jan. 4th, 1893.

It is proposed either to organize a scientific society or to have one meeting each month of the Polysophical devoted to the consideration of scientific subjects, in order that students in the science courses may enjoy additional benefits and that others may gain from their knowledge.

Through the liberality of the Board the department of Physical Science has received apparatus valued at several hundred dollars. The department is now equipped to do thorough and first-class work in the courses in physics and chemistry and offers advantages unexcelled in Utah?

When you want nice Jewelry it will pay you to examine the stock of J. Beck, our expert watchmaker. You will find nothing but reliable goods in his stock, and you will be treated courteously. Watches, clocks, diamonds, rings, silverware, chains, charms, spectacles. All first class.

President George Q. Cannon, with Elders Richards and Griggs, the latter Superintendent of Salt Lake Stake Sunday Schools, visited the Normal Sunday School on the 11th inst., and expressed themselves as highly pleased with what they saw. The encouragement that the "new departure" receives from all sources is most gratifying.

EXCURSION RATES VIA UNION PACIFIC, CHRISTMAS AND NEW YEARS.—On December 23rd, 24th, 25th, 31st, and Jan. 1st, the Union Pacific will sell excursion tickets to all points within 250 miles at one fare for the round trip. All tickets good for return until Jan. 4th, 1893.

In looking over Skelton & Co's. assortment of Holiday Goods we note their commendable good taste and judgment in the selection of the most useful and unique presents as well as a most desirable class of literature for both old and young, especially adapted to students and all those of educational inclinations. Their stock is neat and fully replete.

Don't forget to eat your Christmas dinner.

Don't go sleigh-riding in your summer hat.

Don't engage any more than three young men for the leap year ball.

Don't refuse a young lady to dance if it costs a funeral.

Don't all go home and think you are good singers.

Don't study every day during holidays.

PERSONALS.

President Smoot is still poorly in health.

The heating apparatus in the basement is now in order.

Seven new rooms will be ready for occupancy immediately after the holidays.

Dr. Maeser looks hale and hearty. He returned from his southern tour last week.

Prof. Cluff spent last Sunday in Nephi in the interest of Sunday school and educational work.

Prof. Brimhall and Dr. Phillips lectured in the teachers' convention last Saturday at Springville.

Fellow students thank your boarding house keepers for their kindness towards you before you go home.

Prof. Keeler has a degree conferred upon him from the Poughkeepsie Commercial College. He is now an M. Acc't.

Letters from Ann Arbor inform us that our fellow-students now taking courses in the N. of M. are doing excellent work.

President H. H. Cluff of the Academy Board is permanently located among the Kanakas in Skull Valley as their president.

The establishment of a teachers agency we think most excellent. It will enable teachers to find employment, and trustees to find teachers.

We think that 700 students will enter the Academy at the beginning of next semester. In less than two years we will be wanting more room.

Why can we not have an Academy yell. Let us be patriotic a little. Commence at the right time, it only tends to make life happy. Who will prepare a yell for the Academy?

At the opening of the next semester Brother McKendrick will be taken from the library and placed in the teachers' corps and a new librarian will be engaged.

Two new teachers' will be added to the faculty next semester, Mr. Edward H. Holt and Bryant Hinckley. The latter is a graduate of Poughkeepsie Commercial College.

There will be a large Sunday school class in the Academy at the beginning of the next semester. Teachers from Utah and Salt Lake Counties will constitute the first class.

Prof. Cluff was down at Salt Lake last Sunday and met with the Board of Directors of the Deseret Sunday School Union. Next year we will begin a regular Sunday School class in the Academy.

STUDENT'S CALL.

WESTON VERNON.

Arise, arise ye students !
Our work has just begun,
Before us lie the steeps of fame,
Where he who will may carve his name,
Arise ye every one.

Let us protect our banner
Like soldiers tried and true ;
Assemble round it one and all
Resolved with it to stand or fall
Beneath the white and blue.

Why stand we idly doubting?
He who would win the day,
And learning's noble heights explore
Must climb, like those who've climbed before,
And work as well as pray.

Arise, arise, ye students !
A steady, even pace
Will leave the swiftest hare behind.
Who stops to sleep and wakes to find
The tortoise wins the race.

So God sets effulgent in heaven, not for a favored few, but for the universe of life ; and there is no creature so poor or so low that he may not look with childlike confidence and say, " My Father ! thou art mine ! "

Henry Ward Beecher.

PROGRAM OF RECITATIONS, SECOND SEMESTER, 1892-3.

Rooms.	A.	B.	C.	D.	E.	F.	G.	XIII.	X.	XI.	XVI.	XIV.
8 to 9									Laboratory Work.	Analytical Geometry and Calculus, Dr. Phillips.		
9 to 10	Theology, Mon. and Fri., Prof. Cluff.	Theology, Mon., Thurs. and Fri., Prof. Nelson.		Gen. Theology Wednesday, 9:45 to 10, Congregational Singing Prof. Giles.		Theology, Mon., Thurs. and Fri., Prof. Keeler.	Theology, Mon., Thurs. and Fri., Dr. Hardy.	Shop Practice.		Laboratory Work.	Physical Culture, Saturday, Miss Babcock.	Campus Military Drill, Saturday, Emil Maeser.
10 to 11	M. I. A. Normal, Dr. Hardy.	Physical Geography A, Prof. Wolfe.	Greek, A & B, Prof. Whitely.		Algebra B, W. McKendrick.	Rhetoric A, Prof. Nelson.	S. S. Normals, Prof. Brimhall.	Shop Practice.	Laboratory Work.	Physics B, Dr. Phillips.	Physical Culture, Saturday, Miss Babcock.	Room I., Painting, Mon. and Tue., Prof. Hafen.
11 to 12	Pedagogics B, Mon., Wed. and Fri., Prof. Brimhall.	S. S. Normals, Prof. Wolfe.	Logic B, Tue. and Thn. and Eng. Language, Mon. and Wed. Fri., Prof. Whitely.	Arithmetic A, O. W. Andelin.	Euclidean B, Prof. Nelson.	Euclidean B, W. McKendrick.	Arithmetic B, W. McKendrick.	German B, Emil Maeser.	Chemistry B, Dr. Phillips.	Laboratory Work.	Physiology A, Dr. Hardy.	Room K, Daily, Music, (Inst.) 9 to 4, Miss Maeser.
12 to 1		Gen'l History, Prof. Wolfe.	Latin D, Prof. Whitely.	Theological Lecture, Tuesday, F. L. McKenzie.	German A, Mrs. Young.		Grammar A, Prof. Nelson.	German B, Emil Maeser.	Laboratory Work.	Physics A, Dr. Phillips.		Kindergarten.
1 to 2	M. I. A. Normal, Dr. Hardy.	S. S. Normals, Prof. Cluff.	English Literature B, Prof. Whitely.		Algebra A, W. McKendrick.	Drawing A, Emil Maeser.	Geography A, Mon., Wed. and Fri., History A, Tu. and Th., O. W. Andelin.	Training School.	Chemistry A, Dr. Phillips.	Laboratory Work.	Book-keeping A, Mon., Wed. and Fri., Prof. Keeler.	Room H, Voice Culture Mon. and Thu., Miss Roberts.
2 to 3	M. I. A. Normal, Dr. Hardy.	Zoology A, Prof. Wolfe.	Latin B, Prof. Whitely.		Geometry A, O. W. Andelin.	Geometry B, W. McKendrick.	S. S. Normals, Prof. Giles.			French B, Dr. Phillips.	Elocution A, Prof. Nelson.	Room XVII., Ladies' Work 2 to 4 daily, Mrs. Young.
3 to 4	Psychology B, Mon., Wed. and Fri., Prof. Cluff.	Botany A, Prof. Wolfe.			Trigonometry A, W. McKendrick.		Theory of Teaching A, Prof. Brimhall.				Physical Culture, Friday, Miss Babcock.	Kindergarten Training Class, Mrs. Craig.
4 to 5	Glee Class, Wed., Prof. Giles.						Critic Class, Mon., Tues. and Thurs.				Physical Culture, Friday, Miss Babcock.	Military Drill, Tu. E. Maeser.
												Room K, B. Y. A. Band, Friday, Prof. Giles.

NOTE. - On Tuesdays all morning recitations come one hour earlier than here scheduled.

OFFICE HOURS:

THE PRINCIPAL: 8 to 8:45, and 12 to 1.

THE TREASURER: 8 to 8:45, and 2:30 to 4.

THE REGISTRAR: 8:30 to 8:45, and 3 to 4.

PREPARATORY SCHOOL PROGRAM.

GRADES I. AND II. Room 1.

9:15 to 9:30	Devotional Exercises
9:30 to 10	Theology and Morals and Manners
10 to 10:30	Number Lessons. A. and B.
10:30 to 11	Arithmetic and Hygiene. A. and B.
11 to 11:30	Reading. A. and B.
11:30 to 12	Reading and Drawing
12 to 12:30	Intermission
12:30 to 1	Language Exercises
1 to 2	Training School
2 to 2:30	Spelling and Writing
2:30 to 3	Geography and Devotional

GRADES III. AND IV. Room 10.

9:15 to 9:30	Devotional and Morals and Manners
9:30 to 10	Theology
10 to 10:30	Language. A. and B.
10:30 to 11	Arithmetic. A. and B.
11 to 12	Reading. A. and B.
12 to 12:30	Intermission
12:30 to 1	Drawing
1 to 2	Training School
2 to 2:30	Spelling alternating with Penmanship
2:30 to 3	Geography & General Lessons on Hygiene

GRADES V. AND VI. Room 3.

9:15 to 9:30	Devotional
9:30 to 10	Theology
10 to 10:30	Language
10:30 to 11	Arithmetic
11 to 11:30	Reading
11:30 to 12	Spelling
12 to 12:30	Intermission
12:30 to 1	Drawing
1 to 2	Training School
2 to 2:30	General Lessons
2:30 to 3	Geography

GRADE VII. Room 2.

9:15 to 9:30	Devotional
9:30 to 10	Theology
10 to 10:30	Grammar
10:30 to 11	Arithmetic
11 to 11:30	Geography
11:30 to 12	U. S. History and Reading
12 to 12:30	Intermission
12:30 to 1	Penmanship
1 to 2	Training School
2 to 2:30	Hygiene
2:30 to 3	Spelling

GRADE VIII. (SECTION B.) Room 4.

9 to 10	Theology
10 to 10:30	Grammar
10:30 to 11	Arithmetic
11 to 11:30	Reading
11:30 to 12	Geography
12 to 12:30	Intermission
12:30 to 1	Drawing
1 to 2	Training School
2 to 2:30	Hygiene
2:30 to 3	Spelling and Penmanship

GRADE VIII. (SECTION A.) Room 5.

9 to 10	Theology
10 to 10:30	Grammar
10:30 to 11	Arithmetic
11 to 11:30	Reading
11:30 to 12	Drawing
12 to 12:30	Intermission
12:30 to 1	Geography
1 to 2	Training School
2 to 2:30	Hygiene
2:30 to 3	Spelling and Penmanship

PROGRAM OF COMMERCIAL COLLEGE.

9—10 a. m. Theology, Room A, Prof. B. Cluff.
 10—10:30 a. m. Grammar A, Room 3, L. E. Eggertsen,
 10—10:30 a. m. Grammar B, Room 7, Emil Maeser.
 10:30—11 a. m. Business Correspondence, Room 7, Prof. Keeler.
 11—12 a. m. Commercial Law, Monday, Tuesday, Wednesday, Room C, L. E. Eggertsen.

11—12 a. m. Government, Thursday, Friday, Room C, L. E. Eggertsen.

11—12 a. m. Penmanship, Room 6, Prof. Keeler.

12—1 p. m. Theory of Accounts, Monday, Wednesday, Friday, Room XVI, Prof. Keeler.

12—1 p. m. Phonography, Reporting, Practical, Room A, Dr. Hardy.

12—1 p. m. Phonography B, beginning Reporting, Room F, Edward H. Holt.

1—2 p. m. Phonography, A, Manual, Room 6, Edward H. Holt.

8—8:45 a. m. Phonography, beginning, Room G, Joseph Broadbent.

1—2 p. m. Arithmetic A, Monday, Tuesday, and Wednesday, Room 7, L. E. Eggertsen.

1—2 p. m. Spelling A, Thursday and Friday, Room 7, L. E. Eggertsen.

2—3 p. m. Arithmetic B, Room 7, L. E. Eggertsen.

2—3 p. m. Review and Examination of Book Work, Prof. Keeler and L. E. Eggertsen.

3—4 p. m. Review and Examination of Book Work, Prof. Keeler and L. E. Eggertsen.

10 a. m.—5 p. m. Typewriting at hours convenient for students.

3—4 p. m. Practical Work in Counting Room.

2—3 Banking Hours.

B. Y. A. NORMAL SUNDAY SCHOOL.

OFFICERS.

Prof. B. Cluff, Jr., Superintendent.

Prof. George H. Brimhall } Asst. Superintendents
 A. L. Booth, }

Prof. N. L. Nelson, Head Teacher, Higher Department

Prof. W. M. Wolfe, " Intermediate "

Miss Amy Brown, " Primary "

Prof. H. E. Giles, Musical Director

Miss Estelle Neff, Secretary

E. H. Holt, Librarian

PROGRAM.

9:30 to 10:15 Lecture to Sunday School Normals. Room 5.

10:15 to 10:30 Intermission.

10:30 to 11 Sunday School begins. Devotional exercises and Sacrament. Room D.

11 to 11:50 Class exercises in all departments, Higher Dept., Rooms H, 10, 4; Intermediate Dept., Rooms E, F, G; Primary Dept., Rooms A, B, C.

11:05 to 11:20 Music. Higher Department.

11:20 to 11:35 " Primary "

11:35 to 11:50 " Intermediate "

11:50 to 12 Closing Exercises. Room D.

MISSIONARY MEETING.

10:30 to 12 Every Sunday. Room 5.

MEETINGS.

FACULTY.

The regular meeting of the Faculty is held every Wednesday afternoon at 4 o'clock, in Room 9.

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MAESERIC SOCIETY.

The members of the Maeseric Society meet in Room 9 every Tuesday evening at 7 o'clock, to discuss subjects pertaining to pedagogy.

B. Cluff, Jr., Principal. Amy Brown, Sec'y.

POLYSOPHICAL.

Meets every Friday evening in Room D. All students invited to attend.

George H. Brimhall, President. Lars E. Eggertsen, Vice-President.

PEDAGOGIUM.

Regular meeting Thursday evening in Room 5. Students interested in educational matters invited to attend.

Guy C. Wilson, President.

B. Y. A. CHORAL SOCIETY

Meets every Tuesday evening at 7 o'clock, in Room D.

H. E. Giles, Director.

B. Y. A. BAND

Meets for practice every Monday evening at 6:30 in Room 5; also Friday afternoon at 4 o'clock in Room K.

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Alleman, Julia	" "	"
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Anderson, Helena	"	Fairview
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Ashworth, Ray	"	Provo
Ashworth, May	"	"
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Aitken, Jane	Ped.,	Lake Shore
Adamson, Maggie	"	Pleasant Grove
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Booth, J. W.	Ped.,	Alpine
Bigelow, Perry	"	Provo
Bigelow, Willard	"	"
Bagley, David	Math.,	Montpelier, Idaho
Brown, Elisha	"	Draper
Brown, John Z.	Ped.,	Pleasant Grove
Brimhall, Ether R.	"	Provo
Brimhall, Jennie	"	"
Brimhall, Grace	"	Spanish Fork
Baker, Ira	"	Pleasant Grove
Blake, Sarah E.	"	Centre Creek
Blake, David J.	"	" "

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Barton, Susie	"	Sterling
Bandy, Rageth	Ped.,	Provo
Barnson, Rye	"	Manti
Bullock, Bert.	"	Provo
Bullock, May	"	Pleasant Grove
Bullock, Emily	"	"
Bennion, Laura	Special,	Taylorsville
Bennion, Anna Bell	Ped.,	"
Bennion, Edith	Special,	"
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Bingham, William	"	"
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Bischoff, Joseph	"	"
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Broadbent, Joseph	Math.,	Elsinore
Bean, Victor E.	Ped.,	Richfield
Batty, John T.	"	Toquerville
Cluff, Foster	Ped.,	Center Ward
Cutter, Frank	"	Glendale
Christensen, Nettie	"	Sawford, Colo.
Clark, Osborne S.	Special,	Panguitch
Clark, John A.	Phys. S.,	Farmington
Clark, George A.	Math.,	Provo
Clark, Florence E.	Special,	Panguitch
Clark, Pearl	Ped.,	"
Clark, R. G.	Special,	"
Cullimore, A. L.	Math.,	Pleasant Grove
Christensen, Nettie	Ped.,	Sanford, Colo.

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Christensen, Albert	"	"	Keeler, Martha	Kindergarten,	Provo
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Clinger, Marion	"	Lake View			
Cooper, Lula	"	Monroe	Lyman Lois,	Mod. C.,	Tooele
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Clayson, Eli J.	Ped.,	Lake Shore	Lewis, Mary	"	Provo
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			Miner, Melvin	"	Fairview
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Dodds, John A.	"	Goshen	Marsh, Lizette	"	Payson
			Meldrum, James A.	Special,	Provo
Dodds, Eliza	"	"			
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Dorius, Ella	"	Ephraim	Nelson, Carrie	"	Pleasant Grove
Dorius, Rebecca	"	"	Nuttall, Clara	"	Provo
Day, George,	"	Oakley, Idaho			
Elliot, Vilate	Mod. C.,	Provo	Orser, Frank	Special	Vernal
Evans, Frank	Ped.,	Coalville			
Evans, P. C.	Special,	"	Peterson, Lillian	Ped.,	Ephraim
Ellsworth, G. E.	Ped.,	Payson	Peterson, Andrew P.	Special	St. Johns, Arizona
Ellsworth, Ernest	"	Mesa City, Ariz.	Peterson, Maggie	Ped.,	Deseret
Edwards, Albert	"	Sterling	Peterson, Carrie	"	Ephraim
			Peterson, Henry	"	Florence
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			Robinson, Collie	"	Fillmore
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Kellogg, Alice	"	"	Whitbeck, Susie	"	Manti
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Webb, Frank R.	"	Oasis
Ward, May	"	Parowan
Whitby, Mary	"	Alpine
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I take pleasure in announcing to the students of the B. Y. Academy that arrangements have been made to extend the limits of holiday tickets until January 8th, 1893. This in order that students may have the benefits of the half rates. The Union Pacific will have special coaches on all regular trains December 23rd, 24th and 25th for use of students. Buy your tickets over the Union Pacific.

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A large number of the students will go north on the Union Pacific Friday, December 23rd, in view of which fact Mr. Craig, the Union Pacific agent in this city, who is at all times on the alert to secure business for his line and to see that passengers are properly cared for, has arranged to have his chief clerk, W. H. Lee, in addition to the traveling passenger agent, accompany the students as far north as Ogden. This means that the Union Pacific appreciates the patronage of the students and proposes to see that their comfort is looked after while en route home. This is what we like to see.

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